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Enduring Idea (Big Idea): Humans use symbols and icons to represent our beliefs

Lesson Title: Collaged Beliefs

Grade/Class: 9-12 Intro to Art

Time Allotment: 8 80 minute periods

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**OVERVIEW**:

1. **Lesson summary**: In this lesson, Students will explore their own beliefs and how they can express them through symbols and icons. Students will learn about symbolism and icons, their meanings, and how they have been used throughout history. They will then apply this knowledge to create a mixed media collage using their own imagery to symbolize their beliefs. Students will also write a companion piece in their journal, explaining their use of icons and symbols, and what beliefs they are expressing through their collage.
2. **Artworks, artists and/or artifacts**:
   1. Religious Iconography:
      1. <http://www.stmichaeldothan.com/yahoo_site_admin/assets/images/kim8.194193342_std.jpg>
   2. Nick Bantock: <http://www.nickbantock.com/index.php>
   3. Kara Walker: <http://learn.walkerart.org/karawalker>
   4. This I Believe project: <http://thisibelieve.org/>
   5. Keith Haring: <http://www.haring.com/>
   6. Lady Justice statue
   7. Statue of Liberty
3. Key concepts:
   1. Symbols help us to represent what is otherwise un-representable.
   2. Symbols and representations help us to understand and connect to the unexplainable by creating a visual representation
   3. Symbols give us something tangible to hold on to
4. Essential Questions:
   1. What is the purpose of symbols?
   2. Why is it important to have a visual representation of beliefs?
   3. How do symbols help us connect with things we can’t understand or explain?
   4. What is considered a symbol or icon?
5. Standards
   1. PA Standards for Arts & Humanities:
      1. **9.1.12.E:** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
      2. **9.2.12.A:** Explain the historical, cultural and social context of an individual work in the arts.
      3. **9.2.12.F:** Know and apply appropriate vocabulary used between social studies and the arts and humanities.
      4. **9.2.12.D:** Analyze a work of art from its historical and cultural perspective.
      5. **9.3.12.C:** Apply systems of classification for interpreting works in the arts and forming a critical response.
   2. PA Standards for other disciplines:
      1. Standard Area 8.2 World History Grade 12:
         1. **8.4.12.B:** Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
      2. 1.5.12 Reading Writing Listening Speaking: Writing: Grade 12
         1. **1.5.12.A:** Write with a clear **focus**, identifying topic, task, and audience.
6. Interdisciplinary connections:
   1. Students will explore world religions and cultural beliefs through art in this lesson, and can connect this knowledge to World History in their Social Studies classes. It can also allow them to apply anything they previously had learned or known about world religions from previous Social Studies classes.

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**OBJECTIVES**:

1. **Knowledge**
   1. Students will analyze symbolism in historic and cultural contexts through a comparative exercise. (group activity, analyzing artwork of different religions)
   2. Students will define both symbolism and iconography and proved examples in a journal entry.
2. **Skills** 
   1. Students will create an 18”x24” cut paper collage out of magazine clippings and other various materials that uses at least three forms of symbolism portray one of their beliefs.
   2. Students will complete at least two different sketches of their ideas in their sketchbooks before beginning their final collage.
   3. Students will synthesize a list of different things that they believe in (religion, personal values, ideas they feel strongly about) in their sketchbooks.
3. **Dispositions** 
   1. Students will reflect on their own and others’ beliefs and how they can express them in art through a journal entry.
   2. Students will discuss and interpret their beliefs and their classmates’ beliefs in a critique, showing respect for others opinions.

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**ASSESSMENT**: How will you be assured that your students know each objective?

1. **Pre-Assessment**: I will assess student understand and ideas about belief through a discussion about the definition of belief, as well as asking students to think about things that they personally believe in.
2. **Formative Assessment**: I will assess student attitudes and knowledge about symbolism and iconography through looking at historical art dealing with faith and deity and iconography as well as having students analyze meanings of those symbols and icons. This will be done through an in class activity that presents groups of students with iconographic art from different faiths, and asks them to answer several questions about it and share their findings with the class.
3. **Summative Assessment**: Students final grade will be tallied on a rubric that includes the final project, journal entries, research, and participation in classroom activities. I will also grade students through a final critique in which they will be graded on participation as well as showing respect for other students works and beliefs.

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**INSTRUCTIONAL PROCEDURES:**

**Day 1**

1. **Motivation**: When students enter the classroom, I will greet them with a question: What is belief? What does it mean to believe in something? I will give students time to jot down ideas, or simply to think about it and then raise their hand to give a definition. After several students have answered, and we have a working definition of belief, I will follow that up with another question: What do you believe in? I will have students start to think about that question, and they can jot some ideas down on scrap paper that will be at their seats. After giving students about three minutes to think about some things they believe in, I will ask them to share. As students share things the believe in, I will ask the class “Who else believes in this?” and ask them to raise their hands if they do. I will make a list on the board of some common things that students believe in.
2. **Development**:
   1. After we’ve created a list of things the class believes in, I will hand out the folders of iconography from different religions. Students will work in groups at their tables to identify what the artist believes from the images. They will list what clues in the works make them think so. There will be art from several different religions (Christianity, Islam, Hinduism, Buddhism, etc.) Students will also list symbols that are used in the works, and what they might mean. Students will also note the similarities between what beliefs are expressed through the works and what beliefs the class had listed on the board.
   2. I will tell students that while religions and gods are one way to think about beliefs, they are not the only way. I will show students the This I Believe website, and have them listen to one of them. Then I will give them time to explore the website on their own and look at some different This I Believe projects on their own, so they can see the range of possibilities. During this time, students will add to their brainstorming list of things they believe in.
   3. I will introduce the project, telling students that they will create their own work based on what they believe. Instead of painting or mosaic, however, students will use mixed media collage using images and magazines and other mixed media of their choice. They will choose one of their beliefs that they want to use as the subject of their collage, and they must have at least three symbols or icons in their collage. Students will then have time to choose from their list of beliefs and begin to sketch out ideas they might like to do for their collage. I will tell students that when they are choosing what they are doing their collage about, they should choose a belief that is and intangible idea; something we can’t see, that needs to be represented. Something like “I believe the sky is blue” does not count as a belief (it’s a fact), and it is not intangible.
3. **Close**: At 10 minutes from the end of the period I will have students clean up any supplies. I will tell students to start sketching out ideas for their collage, and if they have specific images they want to use, to start looking for those. If they have extra magazines at home, they can bring them in to use for the collages, so there is a variety of sources.

**Day 2**

1. **Motivation**: When students enter the classroom, I will greet them with a stack of magazines and ask them to take on with them to their seats. To start things off for the day, I will tell students that we will play symbol Pictionary. I will have cards with different objects and ideas on them, and ask students to select a card and try to draw what is on it. How might they do so quickly? What can they draw that will get across what their object/idea is without using words? After students have gone around their tables so each person has had a chance to draw, I will ask students who drew for the same objects/ideas to share their drawings with the class. We will see how each student represented what was on their card, and if there are any similar drawings. I will ask students why there might be similar drawings (common ways to represent things), and what that might be called (symbolism).
2. **Development**:
   1. After the hook, we will delve further into the idea of symbols. To do so, we will look at some contemporary artists who use symbolism in their work. We will look at artists such as Keith Haring, to see how artists have represented their beliefs and used symbols in their work. We will also view some contemporary collage artists such as Nick Bantock and Kara Walker. We will discuss modern symbolism and representations as well as traditional and ancient symbols and traditions (colors, shapes, actual symbols, etc).
   2. Students will be given time to look up symbols that are relevant to what they want to express, and I will provide some reference sheets of different symbols and their various meanings, as well as a sheet of colors and their meanings. Students will begin sketching out ideas of how to portray what they believe through the use of symbols. I will be walking around to discuss and approve sketches.
   3. Students may begin to look through their magazines for images that they might use in their final collage. I will also have additional magazines and other materials. Before students start gluing, I will tell them that they are only sourcing images from magazines to start out. If students have sourced enough images, they may begin work on their sketches and mini collage studies.
3. **Close**: At ten minutes from the end of class, I will have students clean up the classroom, and put away any scissors they may have out as well as paper scraps. To collet their images and iconography and store any magazine clippings they have, I will show students how to create little paper folders. They will keep their folders in their journals. If students haven’t finished two sketches, then I will tell them to take their sketchbooks home to do so. Then they will be able to start with sourcing images for the net class. I will also tell students to think about what other materials they might like to add to their collage, so they can have time to bring them in when they know what they’re looking for. Some ideas of additional media could be fabric and found objects. Students will be responsible for either providing their own materials or talking to me to see if they can acquire different items.

**Day 3-4: Work Days**

1. **Motivation**: Students will come into class, get out their folders and their journals, and get to work. I will remind them about symbolism, and hand out the symbol reference sheets.
2. **Development**:
   1. Students will have the period to work on their collages. I will provide magazines as well as some other materials they might be able to use in their collages. On this day, I will have the paper for the final projects pre-cut so that students can begin to lay out their collages, and be able to see what the collages look like and to be able to adjust them if need be.
   2. While students are working, I will remind them that they need to have three forms of symbolism in their piece, and they can draw from the resources I’ve given them, as well. I will mention that students can use color as one of their symbols, as well.
3. **Close**: To close for the day, I will ask students to clean up their work at ten minutes from the end of the period. As students are cleaning up, I will remind students that they should be beginning their final collages by next class. And if they need any additional supplies, they should bring them so that they can have them.

**Day 5**

1. **Motivation**: When students enter the classroom, they will get out their collages and supplies to work as usual. However, instead of jumping right into working, we will have a mini in-progress critique, and students will walk around the room to view each others work. I will tell students to look for how their peers might be portraying the same thing that they are, and how they might be doing it differently.
2. **Development**: After the in progress critique, students will return to their seats. Students may begin working on their collages, and have a work period. I will cycle around the classroom as needed.
3. **Close**: I will ask students to clean up early today, at around 20 minutes from the end of the period. After they have put away supplies, I will ask students to think about how they will explain their collages, and they will have the remainder of the class to begin writing their reflection and This I Believe statements to go with their collage.

**Day 6-7: Work Days**

1. **Motivation**: Students will come in and collect their collages and supplies and get to working.
2. **Development**: Students will work on assembling their collages using the iconography to express their beliefs. As students are working, I will be walking around to assist and give suggestions/opinions/answer questions. If the students come to a stopping place early, they may clean up and work on writing their artist statement/This I believe statement and their reflection. On Day 7, if students finish early, that is also what they will do.
3. **Close**: Students will clean up all of their supplies starting at 10 minutes until the end of the period and put away their collages. On both of these days, I will remind students that their collages and reflections are due on Day 8, and they should plan to take their collages and sketchbooks/journals home to finish their collages if they need to.

**Day 8**

1. **Motivation**: To start off class, I will ask students to bring out their completed collages and set them up along with their journal entries and This I Believe statements. To view these collages, I will ask students to try to find other students who are expressing similar beliefs to their own, and to group themselves by commonalities in their beliefs. Students will have about 10 minutes to talk to other classmates and to decide where they should group their collage. All collages should end up hung up on or near the display wall.
2. **Development**: After all the students have set up, we will begin our critique. Students will present their work, and discuss what they believe, while their classmates ask questions and give suggestions/critique. Students will explain what symbolism they used to the class. Any and all comments and critique MUST be respectful of other students’ beliefs.
3. **Close**: After the critique, I will ask students to collect all of their sketches, journals, their final This I Believe statements, and their final collages to be turned in for grading.

\*\*More work days can be added as needed.

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**PREPARATION**:

1. Teacher research and preparation:
   1. Vocab:

## Belief: be·lief

  [bih-**leef**]  Show IPA

***noun***

**1.**

something [believed](http://dictionary.reference.com/browse/believe); an opinion or conviction: *a belief that the earth is flat.*

**2.**

confidence in the truth or existence of something not immediately susceptible to rigorous proof: *astatement unworthy of belief.*

**3.**

confidence; faith; trust: *a child's belief in his parents.*

**4.**

a religious tenet or tenets; religious [creed](http://dictionary.reference.com/browse/creed) or faith: *the Christian belief.*

* + 1. Iconography:
    2. Collage:
    3. Symbolism:

1. Instructional Resources:
   1. This I Believe project: <http://thisibelieve.org/>
   2. <http://dictionary.reference.com/browse/belief>
   3. Color Symbolism: <http://www.color-wheel-pro.com/color-meaning.html>
   4. Flower symbolism: <http://www.teleflora.com/about-flowers/flower-meaning.asp>
   5. Animal symbolism: <http://www.symbolart.com/symbols.html>
2. Student Supplies:
   1. 18”x24” paper for final collage
   2. magazines
   3. fabric/found objects
   4. scissors/xacto knives
   5. glue
   6. paint/drawing supplies
   7. various found objects
   8. scrap paper
   9. sketchbooks
3. What changes, if any, did you make to the lesson? What would I change or modify the lesson for next time? (Fill this in after you have taught the lesson)
4. How will you adapt this lesson to meet the needs of students with challenges or students who already have a basic working knowledge of the topic being taught? (At least three possible modification)
   1. Visually Impaired: Students will have select seating in the front of the room so that they can see the board, and hear the teacher. Students will also have the option to change the size requirements of the collage if they need to make it bigger to see better. Large print worksheets will be available for students.
   2. Auditory Impairments: Students will be seated in the front of the room so that they can hear the teacher better. I will also use visual aids and examples so that students can follow along that way.

Rubric: Belief Collage

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Outstanding  10-7 | Proficient  7-4 | Lacking  3-1 | Poor  0 |
| Sketches and Research | Student completed thorough and thought out research and at least two carefully considered sketches for their collage. | Student completed most research and had less than two finished sketches for their final collage | Student completed very little research and did no finished sketches | Student did not complete sketches and research. |
| Finished Product | Student designed and created a detailed collage depicting something they believe in, including three symbols or icons, that displays excellent craftsmanship. | Student created a collage depicting something that they believe in, including less than three icons or symbols, with decent craftsmanship. | Student created a collage that was unrelated to something they believe, and included no symbols or icons. | Student did not complete final collage. |
| Reflection and Artist Statement | Student wrote a thoughtful journal reflection that clearly explains the symbols in their piece, as well as a companion “This I believe” piece for their collage. | Student completed a journal entry that lists and partially explains their use of symbols in their collage, and companion “This I Believe” piece mostly related to their collage. | Student wrote unsatisfactory journal entry that did not explain their use of symbols, and their “This I Believe” companion piece did not relate to their collage. | Student did not complete journal reflection or artist statement. |
| Participation | Student consistently and thoughtfully responded to classroom questions and stayed on task for all classroom activities. | Student usually responded to classroom questions and stayed mostly on task for classroom activities. | Student rarely responded to classroom questions, and was often not on task for classroom activities. | Student did not participate in classroom discussion or activities. |

Total: \_\_\_\_\_\_\_/40